

TnREppp

**Tennessee Rubric Evaluation
of policies, practices and procedures
for the Identification of Students with Disabilities**

DISPROPORTIONATE OVERREPRESENTATION

District Self-Assessment REVIEWER SCORING GUIDELINES

Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

SDE Rating	Review Item 1	LEVEL DESCRIPTORS [TnREppp Rating of 4, 3, 2, or 1 is determined from each Level Descriptor and Supportive Evidence and Documentation]				Supportive Evidence and Documentation
		4 Exemplary	3 Adequate	2 Partially Adequate	1 Inadequate	
4 3 2 1	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p><u>There is evidence of ALL of the following:</u></p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1.01) identifies measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity; <input type="checkbox"/> (1.02) maintains a list of tests and instruments used for the assessment; <input type="checkbox"/> (1.03) collects school data, disaggregated by race and ethnicity on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility; <input type="checkbox"/> (1.04) provides detailed explanation of specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students with explanation of these procedures and evidence that the tests are developed to minimize; <input type="checkbox"/> (1.05) provides technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students for special education services; <input type="checkbox"/> (1.06) has developed a comprehensive testing process for identified disability requiring multiple measures, including formal testing, observation, and family/ teacher input; <input type="checkbox"/> (1.07) provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English. 	<p><u>There is evidence of ALL of the following:</u></p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1.01) identifies measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity; <input type="checkbox"/> (1.02) maintains a list of tests and instruments used for the assessment; <input type="checkbox"/> (1.03) collects school data, disaggregated by race and ethnicity on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility; <input type="checkbox"/> (1.04) provides detailed explanation of specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students with explanation of these procedures and evidence that the tests are developed to minimize. 	<p><u>There is evidence of ALL of the following:</u></p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1.01) identifies measures to collect and record data on student referral and eligibility disaggregated by disability and race/ ethnicity; <input type="checkbox"/> (1.02) maintains a list of tests and instruments used for the assessment. 	<p><u>There is evidence of the following:</u></p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides a list of tests used, with some explanation for the choices made. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data on # of referrals, identifications and annual reviews <input type="checkbox"/> List of tests/ instruments <input type="checkbox"/> Implementation of process for reviewing eligibility determinations. Data disaggregated by race/ ethnicity. <input type="checkbox"/> Documentation that demonstrates that assessment measures used comply with state requirements. <input type="checkbox"/> Evidence of training and technical assistance for schools over-referring or inappropriately identifying <input type="checkbox"/> Evidence of procedures being followed as outlined in state regulations <input type="checkbox"/> Records of trainings and TA to test administrators and documentation that tests are administered in language students can understand

Equitable Representation in All Programs

SDE Rating	Review Item 2	LEVEL DESCRIPTORS [TnREppp Rating of 4, 3, 2, or 1 is determined from each Level Descriptor and Supportive Evidence and Documentation]				Supportive Evidence and Documentation
		4 Exemplary	3 Adequate	2 Partially Adequate	1 Inadequate	
4 3 2 1	The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (2.01) maintains a list of programs, with data about student participation disaggregated by race/ethnicity and disability, including those for gifted and rapidly progressing students; <input type="checkbox"/> (2.02) maintains reports of teacher staffing levels and qualifications; <input type="checkbox"/> (2.03) analyzes program participation data by race/ethnicity and disability; <input type="checkbox"/> (2.04) identifies areas of discrepancy in program participation, recruitment, location, and admission; <input type="checkbox"/> (2.05) provides training to staff to ensure cultural bias does not impact eligibility; <input type="checkbox"/> (2.06) maintains a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability; <input type="checkbox"/> (2.07) notes disparities in participation and as a result has established or implemented plans to ensure increased diversity in student participation; <input type="checkbox"/> (2.08) involves and encourages participation of communities, families, and students in the identification of program needs. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (2.01) maintains a list of programs, with data about student participation disaggregated by race/ethnicity and disability, including those for gifted and rapidly progressing students; <input type="checkbox"/> (2.02) maintains reports of teacher staffing levels and qualifications; <input type="checkbox"/> (2.03) analyzes program participation data by race/ethnicity and disability; <input type="checkbox"/> (2.04) identifies areas of discrepancy in program participation, recruitment, location, and admission. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (2.01) maintains a list of programs, with data about student participation disaggregated by race/ethnicity and disability, including those for gifted and rapidly progressing students; <input type="checkbox"/> (2.02) maintains reports of teacher staffing levels and qualifications. 	<p>There is evidence of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reports staffing levels and qualifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Disaggregated participation by race and disability category <input type="checkbox"/> Report the level of staffing and the qualifications of the staff <input type="checkbox"/> Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular) <input type="checkbox"/> Data showing evidence of program participation, recruitment, location and admission <input type="checkbox"/> Evidence of sensitivity training <input type="checkbox"/> List of in-school and out-of-school programs and activities disaggregated by race/ethnicity and disability <input type="checkbox"/> Evidence of district participation disparities and changes implemented as a result <input type="checkbox"/> Evidence of involvement of communities, families, and students in identifying program needs

Options for Interventions Before or In Lieu of Referral

Rating	Review Item 3	LEVEL DESCRIPTORS [TnREppp Rating of 4, 3, 2, or 1 is determined from each Level Descriptor and Supportive Evidence and Documentation]				Supportive Evidence and Documentation
		4 Exemplary	3 Adequate	2 Partially Adequate	1 Inadequate	
4 3 2 1	The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (3.01) maintains a list of recommended interventions, with some methods for collecting data about the effectiveness of the interventions; <input type="checkbox"/> (3.02) maintains a list of intervention options and instructions as to how to evidence effectiveness of interventions; <input type="checkbox"/> (3.03) analyzes evidence of effectiveness of interventions, and frequency and duration of interventions for issues of equity; <input type="checkbox"/> (3.04) provides written documentation of the interventions and their effectiveness conducted by general education staff; <input type="checkbox"/> (3.05) has developed a comprehensive resource listing intervention options across levels of interventions, utilizing family and “school community” input in the development of these intervention options; <input type="checkbox"/> (3.06) offers ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions; <input type="checkbox"/> (3.07) collects monitoring and progress data and analyzes data to determine the effect or impact from implementation of interventions. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (3.01) maintains a list of recommended interventions, with some methods for collecting data about the effectiveness of the interventions; <input type="checkbox"/> (3.02) maintains a list of intervention options and instructions as to how to evidence effectiveness of interventions; <input type="checkbox"/> (3.03) analyzes evidence of effectiveness of interventions, and frequency and duration of interventions for issues of equity; <input type="checkbox"/> (3.04) provides written documentation of the interventions and their effectiveness conducted by general education staff. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (3.01) maintains a list of recommended interventions, with some methods for collecting data about the effectiveness of the interventions. 	<p>There is evidence of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides a list of recommended interventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <input type="checkbox"/> Evidence of a multi-tiered service model <input type="checkbox"/> Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <input type="checkbox"/> Evidence of data showing frequency and duration of intervention strategies <input type="checkbox"/> Evidence of a three tiered intervention model appropriate components containing evidence of family and “school community” in the development of intervention options <input type="checkbox"/> Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students <input type="checkbox"/> Evidence and analysis of RTI Data

Differentiated Instruction Aligned to Grade Level Content

Rating	Review Item 4	LEVEL DESCRIPTORS [TnREppp Rating of 4, 3, 2, or 1 is determined from each Level Descriptor and Supportive Evidence and Documentation]				Supportive Evidence and Documentation
		4 Exemplary	3 Adequate	2 Partially Adequate	1 Inadequate	
4 3 2 1	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (4.01) provides a list of one-time trainings for teachers in areas of differentiation, instruction, and grade-level content; <input type="checkbox"/> (4.02) collects and maintains LRE data and TCAP accommodations and performance data; <input type="checkbox"/> (4.03) conducts trainings and analyzes data related to LRE and TCAP accommodations and performance; <input type="checkbox"/> (4.04) uses this analysis to determine further training needs; <input type="checkbox"/> (4.05) provides on-going, supported professional development in differentiated instruction and coaching for teachers; <input type="checkbox"/> (4.06) provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content; <input type="checkbox"/> (4.07) shows improvements in rate of LRE, use of accommodations, and statewide assessment performance data for students with disabilities with analysis of data. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (4.01) provides a list of one-time trainings for teachers in areas of differentiation, instruction, and grade-level content; <input type="checkbox"/> (4.02) collects and maintains LRE data and TCAP accommodations and performance data; <input type="checkbox"/> (4.03) conducts trainings and analyzes data related to LRE and TCAP accommodations and performance; <input type="checkbox"/> (4.04) uses this analysis to determine further training needs. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (4.01) provides a list of one-time trainings for teachers in areas of differentiation, instruction, and grade-level content; <input type="checkbox"/> (4.02) collects and maintains LRE data and TCAP accommodations and performance data. 	<p>There is evidence of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides a list of one-time trainings for teachers in areas of differentiation instruction, and grade-level content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of teacher training in differentiated instruction <input type="checkbox"/> Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <input type="checkbox"/> LRE data analysis over the past three years (where are the students with disabilities receiving services). <input type="checkbox"/> Evidence of trainings related to LRE data analysis and accommodations for TCAP <input type="checkbox"/> Evidence of professional development and coaching <input type="checkbox"/> Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <input type="checkbox"/> Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments

Child Find: Location, Referral and Identification

Rating	Review Item 5	LEVEL DESCRIPTORS [TnREppp Rating of 4, 3, 2, or 1 is determined from each Level Descriptor and Supportive Evidence and Documentation]				Supportive Evidence and Documentation
		4 Exemplary	3 Adequate	2 Partially Adequate	1 Inadequate	
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multidisciplinary.	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (5.01) has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled; <input type="checkbox"/> (5.02) has processes in place to evaluate the degree to which service providers and schools comply with location, referral and identification established procedures; <input type="checkbox"/> (5.03) based on continuous monitoring data--provides technical assistance and professional development to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (5.01) has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled; <input type="checkbox"/> (5.02) has processes in place to evaluate the degree to which service providers and schools comply with location, referral and identification established procedures. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (5.01) has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled. 	<p>There is evidence of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not have written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <input type="checkbox"/> Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: <ul style="list-style-type: none"> - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <input type="checkbox"/> Evidence of continuous monitoring data and assessments used for child find

Collaboration Among General and Special Educators

Rating	Review Item 6	LEVEL DESCRIPTORS [TnREppp Rating of 4, 3, 2, or 1 is determined from each Level Descriptor and Supportive Evidence and Documentation]				Supportive Evidence and Documentation
		4 Exemplary	3 Adequate	2 Partially Adequate	1 Inadequate	
4 3 2 1	The district promotes collaboration among general and special educators at the prevention and intervention levels.	<p>There is evidence of ALL of the following</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (6.01) encourages and supports collaboration between general and special education at district and school levels; <input type="checkbox"/> (6.02) provides training in collaboration and co-teaching for general and special educators; <input type="checkbox"/> (6.03) includes representation across departments in all working and planning teams; <p>The district's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (6.04) schools (all) allocate time for special education and regular education collaboration on a routine basis; <input type="checkbox"/> (6.05) student support teams include multiple members who are general education personnel; <input type="checkbox"/> (6.06) general educators take responsibility for early intervention instruction with struggling learners; <input type="checkbox"/> (6.07) general educators have available and use a variety of tools and resources to provide early intervening services; <input type="checkbox"/> (6.08) schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators. 	<p>There is evidence of ALL of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (6.01) encourages and supports collaboration between general and special education at district and school levels; <input type="checkbox"/> (6.02) provides training in collaboration and co-teaching for general and special educators; <input type="checkbox"/> (6.03) includes representation across departments in all working and planning teams. 	<p>There is evidence of the following:</p> <p>The district:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (6.01) encourages and supports collaboration between general and special education at district and school levels. 	<p>There is evidence of the following:</p> <p>The district's</p> <ul style="list-style-type: none"> <input type="checkbox"/> departments function independently with no evident involvement across departments on planning and work teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of schools providing collaboration or co-teaching. <input type="checkbox"/> Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <input type="checkbox"/> Evidence of representation across all departments <input type="checkbox"/> Building schedules (highlighting collaborative planning opportunities) <input type="checkbox"/> Evidence of general education collaboration in student support teams <input type="checkbox"/> Evidence of early intervening instruction for struggling learners in the general education classroom. <input type="checkbox"/> Evidence of materials and resources in the general education <input type="checkbox"/> Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education